

Mouse Count

Addition and Subtraction



Suggested Group Size

Small group

Objective(s)

The children will count sets of mice, add sets of mice together, and subtract from a set of mice.

Activity

Children will count sets of mice and add sets of mice together up to ten. Children will subtract from the set of mice, from ten down to zero.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.b. Number and Operations**
 - **A.b.2.** Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
 - **A.b.2.a.** Child combines sets of objects to equal a set no larger than 10.
 - **A.b.2.b.** Child removes objects from a set no larger than 10.
 - **A.b.2.c.** Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.

Materials

- Book: *Mouse Count* by Ellen Stoll Walsh
- Ten mice cut outs for each child and teacher (see **Mice Templates** at the end of lesson plan)
- Jar cut out for each child and teacher (see **Jar Template** at the end of lesson plan)
- Sock snake puppet
- Gallon size plastic bags with zipper-top (for each child and teacher)

Procedures

Before You Begin the Lesson

1. Use the *Florida Early Learning and Developmental Standards for Four-Year-Olds* to review the Targeted and Related Standards for Four-Year-Olds included in this lesson.
2. Review the following vocabulary terms or concepts:
 - **Set** – a group of objects.
 - **Add** – to combine objects or sets of objects.
 - **Subtract** – to remove or take objects away from a set.
3. Read the book, *Mouse Count* by Ellen Stoll Walsh, ahead of time.
4. Prepare ten mice cut outs for each child and teacher. You may use the **Mice Templates** at the end of lesson plan.
5. Prepare a jar cut out for each child and teacher. You may use the **Jar Template** at the end of lesson plan.
6. Place ten mice cut outs and a jar cut out in a gallon size plastic bag for each child.
7. Use a long sock to make sock snake puppet. Sample directions can be found at: <http://www.wikihow.com/Make-a-Sock-Puppet>.

Mouse Count (Small Group)

1. Sit at a table. Display the jar template and mice templates where the children can see them. The mice should be arranged by color or in three groups (e.g., three pink mice, four green mice, three blue mice).
2. Read the book, *Mouse Count* by Ellen Stoll Walsh, to the children.
3. Using the sock snake puppet, add the appropriate number of mice to the jar at the appropriate places in the story.
4. Count how many mice are in the jar as mice are added. You might say:
 - a) “There were no mice in the jar. Let’s count and see how many are in there now. One, two, three. Three mice.”
 - b) “There are three mice in the jar. Now, the snake is adding four more mice to the jar. Let’s count and see how many three mice plus four mice makes. One, two, three, four, five, six, seven. Seven mice.”
 - c) Then, later in the story: “There are seven mice in the jar. Now, the snake adds three more mice to the jar. Let’s count and see how many are in there now.” (Count to ten.) “There are ten mice in the jar.”
5. Count how many mice are in the jar as mice escape (e.g., are removed from the jar). Remove the appropriate number of mice from the jar at the appropriate places in the story.
6. Tell the children that now they are going to help you with the mouse count.
7. Give each child a gallon size plastic bag with cut outs of the jar and ten mice.
8. Re-read the story to the children, pausing each time mice are added to the jar, so that children can add the appropriate number of mice to their jar.
9. Count the number of mice together as they add mice into their jar.
10. Ask a couple of children individually to count the mice in their jar, to determine if they are able to accurately count the number of mice.

Procedures (continued)

Mouse Count (Small Group)

11. Ask children questions to see if they can verbalize what they are doing as they add sets of mice to the set in the jar (e.g., “Max, you had three mice in your jar. Now we’re going to add four more. How many mice does four and three make? Let’s count them.” Children count, with teacher assistance as needed. Children respond. “You’re right, three mice plus four mice makes seven.”).
12. Ask children questions to see if they can verbalize what they are doing as they take mice away from the set in the jar (e.g., “We have ten mice in the jar. Then three scurried out. How many mice are left in the jar? Let’s count them.” Children count, with teacher assistance as needed. Children respond. “Okay, so if we start with ten mice and three run away, we have seven mice left.”).

Adaptations

- Use plastic/glass jars and plastic/rubber mice instead of the paper templates.
- Add Velcro hook and loop strips to the back of the mice and the jar, so that the mice stick to the jar.

Extensions

- During circle time, create scenarios where children will have opportunities to count sets and combine (add) sets together or remove (subtract) objects from a set.
 - **Addition Story Problem:** “There are four girls and five boys here today. What if we add the set of girls and the set of boys together? How many children are there all together?”
 - **Subtraction Story Problem:** “There are ten children wearing jeans today. What if the children wearing black jeans went to centers? How many children are left wearing jeans?”
- While waiting to go outdoors, create scenarios where children will have opportunities to count sets and combine (add) sets together or remove (subtract) objects from a set.
 - **Addition Story Problem:** “There are two children wearing dark green shirts, and there is one child wearing a light green shirt. How many green shirts are there all together?”
 - **Subtraction Story Problem:** “There are ten children standing in line. What if the children with blonde hair sit down? How many children are left standing in line?”
- While eating snack, create scenarios where children will have opportunities to count sets and combine (add) sets together or remove (subtract) objects from a set.
 - **Addition Story Problem:** “There are three empty cups and five cups with milk. How many cups are there all together?”
 - **Subtraction Story Problem:** “There are eight cheese crackers on the snack plate. If I put two cheese crackers on your napkin, how many cheese crackers are left on the snack plate?”

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- counting sets of mice
- combining (adding) sets of mice together
- removing (subtracting) from a set of mice, from ten down to zero.

Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
 - **C. Creativity**
 - **C.1.** Approaches daily activities with creativity
- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.1.** Increases knowledge through listening
 - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
 - **C. Vocabulary**
 - **C.1.** Shows an understanding of words and their meanings
 - **C.1.a.** Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).
 - **F. Emergent Reading**
 - **F.1.** Shows motivation for reading
 - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
 - **F.4.** Demonstrates comprehension of text read aloud
 - **F.4.a.** Child retells or reenacts a story after it is read aloud.
 - **F.4.b.** Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).
- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.b. Number and Operations**
 - **A.b.1.** Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)
 - **A.b.1.a.** Child indicates there are more when combining (adding) sets of objects.
 - **A.b.1.b.** Child indicates there are less (fewer) when removing (subtracting) objects from a set.

Mice Templates



Jar Template

